

What's Bugging You? Facilitator's Notes

“This material was produced under the grant SH-20839-SHO from the Occupational Safety and Health Administration, U.S. Department of Labor. It does not necessarily reflect the views or policies of the U.S. Department of Labor, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.”

Tasks for the session

After this workshop, you will be able to:

- Identify health effects and agents for three to six common communicable disease exposures
- Identify routes of transmission for six common communicable agents
- Identify the methods to prevent transmission from using protective equipment to cleaning and disinfection.

- Strategize on the elements of an effective school or workplace policy to prevent or eliminate exposure to three - six communicable disease agents.

This is a 90 minute workshop. Be conscious of the clock and move dialogue and activities along in order to complete the agenda in a timely fashion.	
3 - 5 minutes	Introductions, Objectives, Logistics, Ground Rules and Review of Agenda /Quiz
8 -10 minutes	Round Robin: What's Bugging You?
25 – 30 minutes	Activity #1: Bug Posters
15 – 20 minutes	Activity #2: Routes of Transmission
20 – 25 minutes	Activity #3: Prevention Strategies
5 minutes	Prevention Strategies Wrap Up
10 minutes	Regulations and policies
3 minutes	Wrap Up: Final Questions/Answers; Evaluations

Participants' materials (one each)	Provided	Have
Communicable and Infectious Disease Quiz		
Power point handouts		
Factsheets:		

Supplies	Number	Provided	Have
Sign-up sheet and evaluations for participants	1		
Flipchart	1 - 2		
Markers	Several colors		
“Bug” Poster Facts	3 each		
LCD Projector/screen			
Power point slides			

Preparation and Set-Up:

- If possible, have room set up with small tables for groups of 4 or 5.
- Prior to the session try to get information on any health and safety contract language and any injury and illness reporting procedures that the workshop participants are covered under.
- The workshop will run much smoother if you and your training partner determine who will present which section. Once that's agreed upon the other team member not presenting at the time can assist with recording on the flipchart and any handouts, etc.
- Before starting the session, post either the objectives power point slide or write the learning objectives on flipchart paper to review with the group.
- Also prior to the beginning of the session, hang a blank piece of flip chart paper on the wall and let the group know that this will serve as a "parking lot". The parking lot can be used for the group to post any questions or topic that they wanted to address that you didn't have time to get to. Be sure that they have post its available at their tables or rows. Ask them to write questions on the post its and post them on the parking lot and that you will try to get to the questions if there is time. Ask them to include their e-mail address in case you need to follow up with them after the session. Hopefully, this will help expedite the session and limit the amount of drawn out discussion.

1. **Welcome and Introductions**

TIME: 3 to 5 minutes

INSTRUCTIONS:

While people are coming in, pass out agree- disagree quiz on communicable and infectious disease. Have them spend a few minutes filling it out and ask them to hold on to the quizzes until later in the workshop.

• **Introductions:**

- Be sure to begin on time and welcome participants. Introduce yourself and your co-facilitator, and identify your local and what you do at your school or workplace.

• **Logistics and Ground Rules:**

- Go over location of bathrooms, length of workshop, how you want to handle questions, refreshments, if any, etc.
- Ground rules could include respecting each other's comments, turning cell phones to vibrate and any others you think are important. The group may want to add a couple also.
- There is a lot of material to cover in a limited amount of time. To help expedite discussions and activities you may want to let the group know that there is a signal that you will use to quiet them down and get their attention when you need to move on. So, whenever you show this signal you will need their attention.

• **Agenda and Learning Objectives:**

Review learning objectives below for the workshop.

By the end of this workshop, you will:

- Identify health effects and agents for six common communicable disease exposures
- Identify routes of transmission for six common communicable agents

- Identify the methods to prevent transmission from using protective equipment to cleaning and disinfection
- Strategize on the elements of an effective workplace policy for preventing or eliminating exposure to six communicable disease agents.
- Explain the “parking lot”:
 - The parking lot can be used for the group to post any questions or topic that they wanted to address that you didn’t have time to get to.
 - Ask them to write questions on the post its and post them on the parking lot and that you will try to get to the questions if there is time.
 - Ask them to include their e-mail address in case you need to follow up with them after the session.
 - Tell them if you don’t get to their post it before the end of the session, you’ll contact them by e-mail.

INTENT:

In this warm up activity participants will discuss what conditions or things in schools, school settings or workplaces may contribute to the spread of communicable diseases. In the following sections, participants will act as the investigators of an “outbreak”, where they will find out more information on one of these three to six communicable diseases that will be focused on in this workshop. Groups will then educate each other on their “findings”.

2. What’s Bugging You?

TIME: 8 – 10 minutes

Have the participants work in groups of 4 – 5. If they are not at tables, instruct them to small groups by the numbers provided at the door.

INSTRUCTIONS:

- Explain that there is a lot of buzz about the spread of communicable diseases in schools. Most of it focuses on children. Today we’re going to think primarily about the impact on adults.
- Ask participants in their groups to introduce themselves to each other. You won’t have enough time to do individual introductions so table introductions should suffice. This should only take a couple of minutes.
- Ask each group to discuss what conditions or things in schools, school settings or workplaces may contribute to the spread of communicable diseases. (Or in other words, what about schools or workplaces make them good environments to transmit communicable diseases?).
 - Have the groups report back – round robin style, what conditions or things may contribute to the spread of communicable diseases in schools, school settings or workplaces they identified.
 - Ask for a different condition/thing from each group and then, if time allows, open it up for a few additional concerns.

Record these on a flipchart and keep posted for the entire workshop.

POINTS TO COVER:

- Even though we have many things “bugging” us at work, we’ll only have time to cover a few of these issues in today’s workshop.

- If we don't cover your specific concern, please let us know at the end of the workshop and we'll make sure to send you some information right away.

3. Identifying Communicable and Infectious Disease: Activity #1

TIME: 25 – 30 minutes

Prepare to show power point slide: The “Bugs”.

Hand out worksheets to each person and flipchart paper and markers to each group.

If you have more than 30 people in the workshop; assign the same “bug” to more than one group and switch between the groups for the report backs.

Hang up posters.

INSTRUCTIONS:

SHOW SLIDE: THE “BUGS!”

- Explain to each group, that they are investigators, charged with investigating a potential outbreak in their school, school setting or workplace. They will explore questions in a step by step manner. They will be “reporting” back to the group as a whole on some of their findings.
- Tell the groups that they will have three different opportunities to work on their investigation.
- Assign each group one of the six “bugs” we’re focusing on. Each group should discuss the questions on their worksheet about their “bug”.
- Ask them to discuss “what they have heard about this disease/bug”. In other words, what they have heard

INTENT:

The following part one of a three part activity will allow groups to explore important aspects of six communicable diseases:

1. Community-acquired methicillin-resistant staphylococcus (CA-MRSA);
2. Pertussis or whooping cough
3. Influenza or colds
4. Ringworm (tinea)
5. Fifth’s Disease
6. Tuberculosis

This is a hands-on group activity where participants will be discovering information about their assigned “bug.”

They will first be using the worksheets to write down what they think they know about their “bug”.

Then, they will be using the posters which will be hanging on the wall to fill in and/or correct any information that they have learned from the posters.

Finally, groups will “draw” their bug and make a poster with what they think is the most important information they wish to share with the rest of the participants during report backs.

about how the disease is transmitted; what illnesses it may cause and advice they have gotten from friends and family to protect themselves from exposure or infection.

- While they are deliberating hang up the posters. After about 10 minutes, ask the groups to find their “bug” on the posters on the wall and fill in or, if need be, begin to correct their answers.
- Then ask the groups to go back to their tables and draw their “bug” – being as creative as they’d like – and put their answers for part 1 on the flipchart.
- Give the group about 5 minutes to make their posters. After everyone is finished, each group will report their first set of findings and share what they’ve learned, including what questions they need to correct on their quizzes. Give them about 10 minutes for all the report backs.

~~4. Routes of Transmission – Activity #2~~

TIME: 15 – 20 minutes

Prepare to show power point slides: Transmission through the air; Spread through Touching

INSTRUCTIONS:

- Ask each group to discuss the questions on part 2 of their worksheet about how their “bug is transmitted” and review the posters on transmission.
- Have each group record their findings on a flip chart. Tell them they have 7 minutes.
- Ask each group to report back their findings on how their bugs are transmitted. The report backs should take between 5 minutes.
- To wrap up this section ask the group as a whole if all bugs are transmitted the same way. (The answer should be no!)
- Explain that knowing the primary ways a disease is transmitted is one of the most important pieces of information to have – it will make for a more effective prevention strategy.

POINTS TO COVER:

- Some germs may be transmitted in several ways but most have one “efficient way” to get from infected person to host.
- **As an example, what’s the most efficient way to transmit the influenza virus? (The answer should be through the air – droplets and tiny particles.)**
- Those “efficient ways” are the ones to focus on when we plan for prevention.

SHOW SLIDE: TRANSMISSION THROUGH THE AIR

- As we’ve just learned, some “bugs” can be **transmitted through the air**. When someone

INTENT:

This is part two of the three part activity. The purpose of this section is for participants to recognize that there are multiple means of transmission for the “bugs” they are exposed to at work.

They will do this by referring to their activity sheet and by reviewing the posters.

It’s important for them to understand transmission routes in order to be able to develop the best prevention strategies.

who has an infection, sneezes or coughs, their microbes (germs) can travel through the air on tiny, nearly invisible droplets of saliva (spit) or mucous.

- Another person can then breathe in those droplets or fine aerosols. That person's risk of becoming infected depends on how many droplets the person inhales and for how long.
- Poor ventilation can also contribute to transmission of microbes through the air.
- For example, we've known that since 1923 when the New York State Regents did a study of schools. In that study, schools that were well ventilated had far fewer student absences due to colds and respiratory infections than schools that had poor ventilation. The microbes can become more concentrated in poorly ventilated areas.

SHOW SLIDE: SPREAD THROUGH TOUCHING

- "Bugs" can sometimes **spread through touching infectious materials or through contamination of personal items brought into the workplace.**
- Some "bugs" can infect the skin. As you can see, MRSA for the most part is skin infection – transmission occurs when broken or abraded skin.
- Common objects that can spread some "bugs" (not all) include: backpacks, contaminated combs, hat and other personal items - even teddy bears.

~~5. Prevention Strategies – Activity #3~~

TIME: 20 – 25 minutes

Prepare to show power point slides: Susceptible Individuals; Protections; Recommendations; Universal Precautions; Policy Ideas

INSTRUCTIONS:

- Ask the groups to return to their investigation to make recommendations on prevention.
- They should use part three of the worksheet to deliberate on what prevention recommendations that they would make for their bug.
- Also pass out the hand-hygiene fact sheet and the ACIP immunization chart to every participant.
- Ask each group to make 3 recommendations and post on the flip chart. Have each group report its recommendations. Give this activity about 8 minutes, including report backs.

WRAP UP POINTS TO COVER:

We're surrounded by germs every day. Ask the group as a whole if they think the germs have the same impact on adults as on children. (After some discussion, make the following points and show power point slide).

SHOW SLIDE: SUSCEPTIBLE INDIVIDUALS

- Some childhood diseases like fifth disease may be mild in children but have significant health effects for vulnerable adults (i.e. fifth disease in newly infected adult women can cause a painful arthritis)
- Adults who may be at high risk include:
 - Those with chronic illnesses such as asthma and chronic lung disease

INTENT:

This third section is to provide participants with strategies for preventing exposure and protecting themselves.

You will review the recommendations for vaccination from the Center for Disease Control (CDC) and review other prevention strategies such as universal precautions and hand-washing.

As a final wrap-up to this section, participants will brainstorm about what policies should be in place within their workplace.

- Those with chronic heart disease
 - Cancer patients who are undergoing chemotherapy
 - Diabetics
 - Persons who have had an organ transplant and take drugs to suppress their immune systems
 - AND pregnant women (their fetuses or unborn children)
- **What are some good everyday prevention strategies for individuals? (Record about five of their answers on a flipchart. These could include: staying healthy, eating right, getting enough sleep – practices that help keep the immune system healthy.)**
 - **Who might be more susceptible to an infection from their exposure? (Let group brainstorm for a minute and review with following slide.)**
 - **How can we protect these vulnerable staff? (Take a few responses and review with following slide.)**

SHOW SLIDE: PROTECTIONS

- Vaccination
- Universal Precautions
- Hand-washing
- Reassignment when there's an outbreak

Let's look at the ACIP chart you received during the prevention part of the investigation. As you discovered there are not immunizations for every germ you may come in contact with, but school staff definitely need to follow the recommendations of the Centers for Disease Control (CDC).

SHOW SLIDE: RECOMMENDATIONS

Most school staff need at a minimum:

- A booster tetanus and diphtheria every 10 years
 - Chicken pox vaccination if you never had chickenpox or don't know whether you had it or not (2 shots)
 - Hepatitis B vaccination (3 shots)
 - Influenza or flu vaccination every year – the flu virus mutates or changes constantly
 - Everyone born after 1957 should consult their physicians to make sure that they had right the measles, mumps, rubella (MMR) immunization.
 - Folks with diabetes, cancer and other chronic conditions should also have the pneumonia vaccine as well.
 - Get your shots! Getting vaccinated against diseases could save your life.
- One other important set of precautions is found in universal precautions.

- **What are universal precautions; what does that phrase mean? (Let group brainstorm for a minute and review with the power point slide.)**

SHOW SLIDE: UNIVERSAL PRECAUTIONS

- The first rule of universal precautions is to assume that everyone is infected.
- In addition:
 - Use barriers between you and a person's blood/body fluids
 - Wear gloves when coming into contact with blood and body fluids
 - Wash hands after removing gloves
 - When exposure can't be prevented – wash all exposed skin
 - Use disinfectants to clean all spills
 - Place used sharps (needles/lancets) in a puncture proof container
- **Hand washing** or “hand hygiene” as the Centers for Disease Control calls it is also effective at protecting staff and students from infection with “bugs”. You should consult the hand hygiene fact sheet given out earlier
- Hand washing is one of the most effective ways to prevent disease transmission. Here are the rules of hand-washing!
 1. Apply soap.
 2. Place your hands under running water with your fingers pointed down.
 3. Rub your hands vigorously for about 10 seconds.
 4. Dry your hands with a paper towel then use the towel to turn off the faucets and open the door.
- Some of us don't have good access to the restroom to wash our hands all the time. The Centers for Disease Control has provided us with another option when washing our hands isn't possible or practical.
- They say that alcohol gel hand sanitizer that has an alcohol content between 60-90% is effective in killing almost all the germs on your hands.
- It won't take away any dirt, but it will kill the bugs. If you have to use this gel frequently, keep some lotion handy too.

One last word on disinfectants.

- **Tell the group that our first impulse when confronted by an outbreak is to bring out disinfectants (or pesticides when it is an insect).**
- **Explain that you hope after this exercise that participants understand that disinfectants should be used sparingly.**

- **All disinfectants are toxic including bleach and should be used only by workers who have had training on the proper use. Those workers should also have the appropriate equipment and ventilation when using those products.**

INSTRUCTIONS:

- **Let's end by deciding what kinds of policies you think your employer should have to protect staff from communicable disease exposure.**
- **Ask each group to spend 5 minutes developing one thing they would like in a policy and have groups report back, round-robin style. After the report, add any of the following if they didn't come up by reviewing slide.**

SHOW SLIDE: POLICY IDEAS

- **Training** for staff on all communicable and infectious disease exposure and universal precautions.
- A **reporting and communication system** that alerts staff and parents that there has been a case or cases of a highly communicable disease.
- **Immunizations** free of charge for all staff so that they remain up to date.
- **Medical removal** of a staff person who may be at risk – for instance, if there is an outbreak of fifth disease in a school, pregnant women should be able to have a test (free of charge) to determine if they have immunity. If they don't, they should be allowed to stay at home (without using their sick leave) or assigned to another school.
- Special **counseling** to staff at special risk – staff with cancer, or immune system problems or diabetes.
- Supplies of **alcohol gel** hand sanitizer and opportunities to wash hands.
- A **written exposure control plan** similar to the blood-borne pathogen exposure plan.

INTENT:

This section is to let participants know that in 27 states, public employees have a standard to protect them from bloodborne pathogens exposures.

6. Regulations

TIME: 10 minutes

Are there any OSHA standards that protect workers from exposure to communicable diseases?

Bloodborne Pathogens Standard - Covers all employees who "reasonably anticipate "exposure to blood and body fluids contaminated by blood as the result of performing their job duties to face contact with blood and other potentially infectious materials.

SHOW SLIDE: BLOODBORNE PATHOGENS

Among other things, the standard requires:

- Requires employers to maintain a written plan and to identify, in writing, tasks and procedures as well as job classifications where occupational exposure to blood occurs.
- The plan must be accessible to employees and employers must review and update it at least annually--more often if necessary to accommodate workplace changes.
- Mandates universal precautions be practiced and employers must provide, at no cost, appropriate personal protective equipment such as gloves, gowns and masks.
- Standard requires hepatitis B vaccine to be made available to all employees who have occupational exposure to blood within 10 working days of assignment, at no cost, at a reasonable time and place.
- Mandates training initially upon assignment and annually.
- This is a good model for other communicable disease exposures.

INSTRUCTIONS:

- **Ask each individual to identify one change in policy they would like to address at their school or workplace. Ask them to brainstorm ideas within their group. Ask them who they will talk to or how they plan on doing this when they go back to work.**

- Give about 5 minutes for the groups to discuss their issue. Allow about 5 minutes for report backs.

7. Final Questions/Answers and Evaluations

Hand out evaluations!

- Wrap up the workshop and, if time permits, ask for any final thoughts or questions and address any parking lot issues if they weren't addressed.
- Thank participants for attending make sure to collect evaluations from each participant.